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Academic Affairs Committee Minutes

Faculty Senate

10-19-2017

October 2017 Academic Affairs Minutes

University of Nebraska at Kearney Academic Affairs Committee

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Faculty Senate Academic Affairs Committee

Minutes from Meeting

Thursday, October 19,
2017

FNDH 2147

Present: Cami West (COE), Debbie Bridges (CBT), Kim Schipporeit (Registrar), Joel Cardenas (Academic Publications), Kay Hodge (CBT)

Absent: Rochelle Krueger (Library), Andrew White (CFAH), Vijendra Boken (CNSS), Daniel May (Senator), Hector Palencia (CNSS), Kate Heelan (COE), Ralph Hanson (CFAH)

This chairless meeting was convened at 3:40 by Debbie Bridges as no Faculty Senate person was there to convene the meeting and conduct election of a chair and a secretary.

Registrar Schipporeit related that the subcommittee meeting was well attended and no concerns had been raised regarding the items on the agenda. After a commentary on the agenda, Schipporeit moved and West seconded approval of items #5 through #17. Motion passed.

Hodge/Bridges moved adjournment at 3:50. Motion passed.

Respectfully submitted

Kay Hodge

(Approved via email October 20, 2017)

2017-2018 ACADEMIC AFFAIRS SUBCOMMITTEE MEETING

Academic Affairs Subcommittee

10/11/2017 Academic Affairs

Full Committee 10/19/2017

NUMBER, REQUEST, LEVEL, SPECIFIC REQUEST, DEGREE/COURSE, PROGRAM/COURSE,
TITLE, DEPT, COL, REASON

#5, Alter, Department Name, Family Studies and Interior Design, Change name to Department of Family Studies, The Interior Design program will be moving to the UNK Department of Industrial Technology, necessitating this change.

#6, Alter, Program, Interior and Product Design Comprehensive B.S., FSID, CBT, Request to change Interior and Product Design from FSID to ITEC; The IPD

program is an excellent fit with ITEC, as there is a common focus on applied, technology-rich programming. IPD already shares select curriculum with Construction Management and students from both programs annually compete together in the National Association of Home Builders student competition. This merger will help capitalize on these synergies between the two programs, though no specific curricular changes are included in this proposal. The Department name, ITEC, will not change.

#7, Alter, Program, Business, Marketing, and Information Technology 6-12 Teaching Field Endorsement, B.A.Ed., ECON, CBT, ECON 270, now listed in GS, will also fulfill 3 hours in the 24-hour business administration section of the BMIT endorsement. By eliminating 3 hours from the program (Elective II), students will have the opportunity to take a class of their choice that broadens their knowledge and life experience. Because the program includes General Studies courses, BMIT endorsement requirements, and Teacher Education requirements, the number of unrestricted electives was only 1 credit hour in the past. This change will make 4 unrestricted hours available.

#8, Inactivate, Program, Basic Business 6-12 Teaching Subject Endorsement, B.A.Ed., ECON, CBT, The state will not accept the major for teacher certification any more. No longer an option according to NDE.

#9, Alter, Program, Chemistry 7-12 Teaching Subject Endorsement, B.S.Ed., CHEM, CNSS, We are modifying the B.S.Ed Chemistry 7-12 Subject Endorsement to allow for the option of the newly created CHEM 482 - Physical Chemistry for the Life Sciences within the degree.

#10, Alter, Program, Chemistry B.A., CHEM, CNSS, We are modifying the B.A. Chemistry option to allow for changes in the General Physics pre-requisites and offering schedules. Students will now be able to choose which physics track, algebra-based or calculus-based, that they follow. We have also modified the degree to allow for the option of the newly created CHEM 482 - Physical Chemistry for the Life Sciences within the degree.

#11, Alter, Program, Chemistry Comprehensive BS, CHEM, CNSS, We are discontinuing the Business/Sales emphasis area due to low demand. In addition, we are modifying the Health Science emphasis to allow for changes in the General Physics pre-requisites and offering schedules. Because the H.S.emphasis does not require MATH 202 and the co-req for PHYS 276 will be MATH 202, we must change to the algebra based physics for this emphasis area. No changes to the physics requirements will be made to the Biochemistry emphasis which does require MATH 202. We have also modified the degree to allow for the option of CHEM 482 - Physical Chemistry for the Life Sciences within each emphasis area.

#12, Alter, Program, Psychology B.A., PSY, CNSS, The new program reorganizes the menu options for Section B - Psychology Requirements and it also reorganizes the options for Section C - Psychology Labs.

#13, Alter Program, Psychology B.S., PSY, CNSS, The new program reorganizes the menu options for Section B - Psychology Requirements and it also reorganizes the options for Section C - Psychology Labs.

#14, Alter, Course, Prerequisites, BSAD 295, Business Communications, BSAD, CBT, Adding ENG 102 to the prerequisites will ensure that students who took ENG 102 without taking ENG 101 can enroll in BSAD 295 without a special permit; Change in course prerequisites, Old Value: ENG 101 or equivalent or English ACT score of 29 or above; New Value: ENG 101 or ENG 102 or English ACT score of 29 or above.

#15, Alter Course, Catalog Description, Course Requirements, BSAD 400, Professional Readiness, BSAD, CBT, MGT 495 and BSAD 400 are no longer taken concurrently, and the MFT is now taken in MGT 495. The BSAD 400 course description is being revised to reflect these changes. Below is a section of MGT 495 syllabus showing the MFT is part of that class. Final Exam (20 pts) (from MGT 495 Syllabus)

The final exam for this class is the major field test. This is to be completed during the final exam period. Your grade will be tied to your percentile ranking on the exam; Catalog Description Change, Old Value: The goal of this course is to help the student make a successful transition from the College of Business & Technology to future professional success. The student will be required to complete the Major Field Test, EBI survey, and other assessments to determine accomplishment of designated learning goals. Students will also be expected to take an active involvement in activities designed to further enhance professional readiness and help establish positive future connections with the College and business communities; New Value: The goal of this course is to help the student make a successful transition from the College of Business & Technology to future professional success. Student leadership will be required in various forms in order to determine accomplishment of designated learning goals.

Students will also be expected to take an active involvement in activities designed to further enhance professional readiness and help establish positive future connections with the College and business communities.

#16, Alter Course, Title, Course Description, TE 204, Growth & Development/Introduction to Exceptionalities, TE, COE, Updating of course title to a more contemporary title. TE Department voted on the change and the results were 19 for the change and 0 against the change; Change in course title, Old Value: Typical/Atypical Growth and Development; New Value: Growth & Development/Introduction to Exceptionalities; Change in course description, Old Value: This course is one of the two required for Level II education majors. Students will become aware of human growth/development and exceptionalities. As students explore these areas, they will also be made aware of the necessity to adapt to the changes brought to the classroom via diversity. Students will be involved in K-12 field experiences that will provide them opportunities to observe student development, exceptionalities, and diversity; New Value: This course is one of the two required classes for Level II education majors. Students will become aware of human development and exceptionalities as related to five specific categories: physical development, emotional/behavioral development, social development, language development, and cognitive development. As students explore these five categories, they will also be made aware of how disabilities may alter the development of an individual. Early

childhood, middle childhood, early adolescence, and late adolescence are the four major age groups explored within the development and exceptionalities areas. Students will also be made aware of the concepts of diversity, democracy, and technology in a classroom. As students progress through the semester, they will be asked to observe individual students in a K-12 partner school setting. The field experiences embedded in the structure of the semester will allow students to make the connection between course content and theory and the relevance of development in a classroom setting.

Subsequently, a case study will be compiled by each student using the data collected and analyzed from the field observations. Assessment of dispositions and the case study completed in this course are required common assessments in the Teacher Education program.

#17, Alter, Course, Prerequisites, Title, TE 354, Field Experience in Elem School Science, Social Studies, and Content Area Read, TE, COE, The Lesson Plan template (Required Common Assessment) will now be assessed in TE 354. The Lesson Plan template will be introduced in TE 318; Change in course prerequisites, Old Value: Admission to Teacher Education Program; New Value: Admission to Teacher Education Program and TE 318; Change in course Title, Old Value: Field Experiences in Elementary

School Science, Social Studies, and Content Area R; New Value: Field Experience in Elem School Science, Social Studies, and Content Area Read.